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ABSTRACT

Based on data collected through classroom observations during site visits in February 1977 to project schools in Wisconsin (Freedom, Pulaski, Seymour, and West DePere), this document evaluates a project on Oneida language instruction. The project evolved from an expressed interest by Oneida Tribal members, elementary school children, and university students in learning and preserving their language and oral traditions, culture, and heritage. The report first details the type of language teaching activities witnessed in the classes and then comments on their effectiveness. Emphasis is on the pedagogical and curricular aspects, rather than an analysis of the linguistic needs of the project, which were covered in a previous report. Some discussion is given here to the value of second language learning at the elementary school level and the goals of this project, including improving the self-image and self-concept of Oneida children and certifying a teacher who could implement the Oneida language curriculum in grades K-12. Methods of instruction are reviewed in some detail. Identifiable program strengths include sound linguistic elements, variety of instructional techniques, clear goals, a strong inservice component, positive effects on "education basics," systematic curriculum development, and progress toward improving students' understanding of their Oneida heritage. Among the 11 recommendations offered are: to develop a sustained informational effort for the community and to find ways to provide total immersion experiences. (LB)

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ONEIDA LANGUAGE PROJECT:

EVALUATIVE REPORT

Prepared by

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Based on data collected during an on-site visit to project schools -- Freedom, Pulaski, Seymour, and West DePere -- on February 7-10, 1977.

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Introduction

On February 7-10, 1977, Dr. Frank Grittner, Supervisor of Second Language Education with the Wisconsin Department of Public Instruction conducted an on-site visit of the Oneida Language Program. During this four day evaluation period he observed Oneida language classes at Freedom, Pulaski, Seymour and West DePere. He also examined teaching materials, observed LT training sessions and discussed the program with the project director, with teachers, with elementary school principals and with the project linguist. Other sources of information were the proposal application entitled, Oneida Language Project and a document called The Overall Evaluation: Oneida Language Project, written by the previous evaluator of the project. This latter report carried heavy emphasis upon the linguistic aspects of the program. That is, the evaluator tended to relate all elements of the report to improved pupil performance in the phonology, morphology and syntax of the Oneida language. As a result, the recommendations of that report were directed toward the improvement of linguistic competence in the teachers and in the pupils enrolled in the program. In fact, the previous evaluator performed a thorough and scholarly analysis of the linguistic needs of the program. It would therefore be pointless to once again emphasize this area of program need. The major remarks contained in the 1976 evaluation are still highly pertinent at this writing. Also of current validity are the recommendations in the areas of Administration, Curriculum, Teacher Training, Use of Native Speakers, Community Response, and Value of the Project. These elements of the previous report should continue to be used as guiding recommendations for program revision and improvement.

The emphasis of the present report is upon the pedagogical and curricular aspects of the project. Basically, it relates to questions of how the curricular plan and instructional techniques conform to the program goals. A further question, which always arises in a program of this nature, has to do with the value of the program insofar as the children in the project are concerned. Parents, school

administrators, classroom teachers, language teachers and ultimately the pupils themselves must feel that the program has either intrinsic or extrinsic value (or perhaps both). This is partly a public relations problem and partly a pedagogical problem. The public relations focus must be on communicating information to those outside the project who may not understand its purposes. The pedagogical question within the program has to do with motivation. Teachers and pupils must not only be aware of the project's goals, but must also feel that significant progress is being made toward the attainment of those goals. Many language programs in the past have failed for lack of development in this crucial area of motivation.

Project Goals and Values

The proposal for the project noted that "Oneida Tribal members, elementary school children, and university students . . . all had expressed interest in learning, and thus preserving, the language and the oral traditions, culture, heritage, and wisdom contained therein." This broad-based support for the project on the part of pupils, their parents and the Oneida community leaders gives testimony to the basic value of the language program in terms of perceived need. However, in the course of the evaluation, questions were raised about the educational value of this kind of second language acquisition program in the elementary school. It was even implied that the program might do the children more harm than good by taking time away from "more basic areas." This, in effect, is a challenge to the basic goals of the project which included the belief that: (1) The language program would have a carryover effect to other subject areas, and (2) The language program would heighten the self-concept of the children involved. Thus, it would seem appropriate at this point to address the question of whether or not positive effects have been realized elsewhere from second language study. In this regard, there is, indeed, evidence (and a considerable body of professional opinion) to support the teaching of a second language. A few selected items are given below:

1. A study in Canada by Peal and Lambert showed that learning more than one language heightened the learner's ability to call into play a variety of learning configurations which would otherwise have been more limited. "Figuring out" the sound system and grammatical rules in more than one language seems to have increased the learner's ability to organize his/her perceptions of reality, recognize concepts in several different forms, and solve complex linguistic and cultural problems. ("The Relation of Bilingualism to Intelligence," Psychological Monographs, 76, xxvii (1962).)

2. Some learners achieve enhanced mental flexibility, superiority in concept formation, and more diversified sets of reasoning skills via bilingual-type experiences, particularly in the performance of school tasks involving verbal fluency. It seems to follow logically, then, that studying a second language is a partial resolution to thew "why Johnny can't read" and "why Johnny can't write" dilemma. (Newsweek, December 8, 1975.)

3. A psychologist named Vygotsky reported from his studies that second language study facilitates mastery of the higher forms of one's first language. The student learns to see the first language "as one particular system among many, to veiw its phenomenon under more general categories, and this leads to awareness of his linguistic operations . . ." (L. S. Vygotsky, Thought and Language, Cambridge, Massachusetts: MIT Press, 1962, pp 109-110.)

4. Other studies have shown a positive correlation between the study of a second langauge at the elementary school level and the creative functioning of elementary school children. These studies were done with children who had the opportunity to study a second language in comparison to matched groups of children who lacked such opportunity. (Richard G. Landry, "A Comparison of Second Langauge Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level," Modern Language Journal,

59 (1974), 10-15; "The Enhancement of Figural Creativity Through Second Language Learning at the Elementary School Level," Foreign Language Annals, 7 (1973), 11-15; and "The Relationship of Second Language Learning and Verbal Creativity," Modern Language Journal, 57, (1973) 110-13.)

In summary, it might be said that the study of a second language has been shown to have a positive effect on the intellectual functioning of many children, particularly in the school setting, and that this learning of a second language has even resulted in improvement of reading and writing skills with a significant number of children. It is important to emphasize, therefore, that time taken from other portions of the school program should not be equated with educational deprivation. On the contrary, if children are actively participating in the learning of a second language and if they are making reasonable progress in that learning there is every reason to believe that the long-term effect of the program will be to improve, not to hinder, their educational development. Thus, it appears that the long-term goals of the project are valid from a number of standpoints. The remainder of this report will, therefore, deal with what the project is attempting to do (goals, objectives and activities) followed by a discussion of how the project might be improved (recommendations).

Goals. The project purposes toward which this report is most strongly directed are:

1. The re-establishment of the Oneida Language as a tool of communication in the present everyday life of the Oneida people of Wisconsin.
2. Re-establishing the Oneida Language as a means of preserving the oral traditions and the live culture of the Oneida people.
3. Improving the self-image (self-concept) of Oneida children through comprehension of their own language.
4. The provision of classes within the public schools to which Oneida children can relate positively.

5. The development and implementation of a sequential, articulated Oneida language curriculum to meet the goals listed above.

6. The training and certification of teacher who can effectively implement the Oneida language curriculum in grades K-12.

The question which arises with respect to the goals is: "Are the pedagogical procedures now being carried on in the Oneida language project likely to achieve the desired outcomes?"

Goals 1 and 2: Re-establishing Oneida as a Communications Vehicle and as a Transmitter of the Culture. The achievement of these goals will require a reversal of American educational policies of the past half-century, which have tended to discourage the use of native American languages. The result of past policies has been that only the elders in many tribal groups are able to use the language for everday communication and for cultural transmission. In pedagogical terms, this means that the goal of the project is to develop communicative competence in the pupil. The problem here is that programs of second language learning taught in the school context tend toward the development of linguistic competence only. Teachers and administrators of such programs are often unaware of that fact, or actually believe that the pupils are developing a high degree of communicative comptence. For the purposes of this report, the following definitions of these terms will, hopefully, suffice:

Linguistic competence: This refers to the ability of the language student to produce and manipulate accurately the sounds, structures, and syntactical patterns of the target language in response to predetermined stimuli contained in the formal curriculum.

Communicative competence: This refers to the ability of the student to receive and convey meaning spontaneously in unpremeditated situations using the target language freely and easily.

As was noted above in the introduction to this report, there are a number of valuable outcomes to be derived from the development of linguistic competence. Also, it is obvious that an individual must gain full control of the main linguistic elements of a second language in order to communicate fully in that language. Unfortunately, the reverse is not true. That is, merely because a person has been exposed to -- or even has control of -- the principle linguistic forms and the sounds of the language -- this does not insure that that individual will be capable of communicating freely in the new language. The attainment of linguistic competence creates a potential for communicative competence, but for that potential to be realized, most people require an enormous amount of communicative practice. The normal child upon entering school has been exposed to more than 10,000 hours of listening and speaking practice through natural exposure to the linguistic stimuli which are all around during most of his or her waking hours. These include personal contacts, television, radio, movies, and so forth. The second language learner normally has no more than a few hundred hours exposure to the new language. And these few hundred hours are usually distributed thinly over a considerable number of years, rather than being concentrated as in a natural situation. In the case of the Oneida language project the pupils are exposed to language instruction for somewhat between forty and fifty contact hours per year. Thus, a child who pursues the study of the Oneida language from kindergarten through grade 6 would have approximately 300 classroom contact hours during that period of time. This is a significant cumulative block of instructional time, and at the elementary school level, a great deal can be done to develop good pronunciation habits along with helping pupils to gain an intuitive command of a wide range of language structures. That is, a properly designed program can well be expected to develop a good level of communicative competence for those students who start the program in early grades and continue it sequentially through the sixth grade. However, it should be kept in mind that the instructional program is merely a simulation of real communication. It cannot and should not be expected to develop

high level of communicative competence in the children any more than the students in driver education who work with simulators can be expected to be perfect drivers when they get behind the wheel of a real automobile for the first time. As was noted earlier, this kind of language program will have a highly beneficial effect on the verbal skills of many children. That is, it will help them in using the English language and in thinking more creatively. This kind of potential outcome is certainly ample justification for the program. However, for the goals of everyday communication and cultural transmission to be realized, certain other conditions within the community and within the school program will have to be present. Among these conditions would be the following:

1. Continuation of the program through the junior and senior high school levels.
2. Increased use of the Oneida language in non-school situations so that greatly expanded listening and speaking experiences are made available.
3. Maximum use of the language in the media (radio, television, etc.) wherever possible
4. Maximum use of the language in community affairs, where this is appropriate and feasible.
5. Resolution of the orthography question so that writing can be freely used as a pedagogical tool.

In this regard it should be made clear to everyone that, for any language, speech represents the full and genuine nature of the language. Writing is merely a convenient shorthand form which derives from speech. Speech is the essence of language. Thus, writing, if properly utilized can be a great asset to a language program. For example, Israel has restored the ancient Hebrew language as the official modern tongue. However, that restoration would not have been possible had it not been for the written records of the Hebrew language, Properly used, writing is a cheap and efficient way to store and retrieve the spoken language. It must never,

however, be thought of as a replacement for language. The spoken word is the real "soul" of the language, and the written word, should retain its subordinate role in the language program. The use of writing need not, in any way, interfere with the oral tradition of the Oneidas. Stories and legends can be read aloud from the printed page or can be memorized from writing for oral recitation. Thus, it is not important which type of written system is used, so long as the sounds which people produce from it are genuine. (English and other European languages have had many different kinds of spelling systems which have changed over the centuries. These systems have all worked in their day, and it is natural for people to change them to meet the needs of a new period of time.) Thus, the only important test of a writing system is this: "Can the people who use that writing system produce oral language which is recognized as genuine by native speakers of that language?" If the answer to that question is yes, then the writing system is valid and acceptable. Such a writing system is fulfilling its purpose of enabling the speakers of the language to reproduce the sound accurately. It is as acceptable to use writing to reproduce the Oneida language as it is to use tape-recordings. Both are an artificial means of reproducing the genuine spoken language.

Current Methods of Instruction. A wide range of instructional techniques are being used in the program to teach the basic sounds, grammatical patterns, and word order sequences of the Oneida language. The pace of instruction is generally rapid with several techniques being employed during the course of the class period. Participation is generally good. That is, performance is not dominated by one or two "star" pupils, but rather all pupils get to participate in the course of the class period. Classroom interaction consists almost totally of students responding to stimuli provided by the teacher. In view of the shortness of the classroom periods in most schools, this situation is understandable. However, there are certain problems with this approach which can be corrected by modifying the teaching techniques slightly. For example, interrogatives almost invariably proceed from

teacher to pupil. That is, the teacher asks the question and a designated pupil responds. Obviously, with communication as the ultimate goal, students should be equally as proficient in asking questions as they are in responding to them. The same applies to commands. Pupils should be able to give as well as take commands. Some of the techniques for eliciting questions and commands from students as well as getting them to respond to them were observed in the teacher training sessions. However, they were not being used with the language pupils, at least during the course of the evaluator's visit. One way to get students to ask questions (or give commands) is the "directed dialogue approach." It works as follows:

Teacher. "Paul, tell Mary to turn out the light."

Paul. "Mary, turn out the light."

.(If Mary understands, she gets up and turns out the light.)

Teacher. "Paul, ask Mary what she is doing?"

Paul. "Mary, what are you doing?"

Mary. "I'm turning out the light."

(Etc. for other classroom activities.)

For this to work in line with the philosophy of the program, exercises of this kind must be done in Oneida. This means, of course, that the necessary vocabulary and language structures would have to be taught in advance. This does not appear to be a problem. The staff is presently doing a good job of teaching basic vocabulary and structure. For example, in one session it was observed that the teacher could ask questions such as, "What's that?" and "What's he doing?" as well as "What's he eating?" In view of this, it should be fairly easy to have one student take a picture of an apple (or some other food). (It would be better, of course, to have real apples!) With this approach, the following type of sequence can be used:

Paul has a picture of an apple (or has a real apple). He makes believe he is eating it (or he takes a bite out of a real apple).

Teacher. "Mary, ask Paul what he is doing?"

Mary. "Paul, what are you doing?"

Paul. "I'm eating."

Mary. "What are you eating?"

Paul. "I'm eating an apple."

The above actions could be repeated with pictures of different foods, with different actors each time. The teacher would be directing the students to both ask and answer questions. This will move them in the direction of asking questions and answering questions among each other, rather than having all classroom interaction proceed from teacher to pupil to teacher to pupil. With this approach pupils are still mainly working in the area of developing linguistic competence. However, they will be moving in the direction of communicative competence to the extent that they originate part of the question or the response on their own.

Another technique that was observed in some classes, and which should be encouraged in all, is the use of classroom communication by the teacher to carry on the activities of the class. This is in reference to the teacher saying such things as,

"Turn off the light."

"Close the door."

"John, don't fool around."

"Hurry up."

"Good-by."

As was mentioned above, under natural language learning conditions, students are exposed to thousands of hours of listening to the language with a much smaller percentage of time being devoted to actually speaking, Therefore, it is good to have every available minute devoted to listening by having the teacher engage in speaking activities. With respect to listening skills, it is good practice to have learning checks constantly to see if students are really comprehending. Thus, one

of the excellent features of many classes was the actual student involvement in activities which related to the language being used. For example, in one class the students had pictures of a blank face. They were asked (in Oneida) to draw in nose, ears, mouth, and other features of the face. Prior to that, there was a brief warmup in which they were instructed to touch their own noses, mouths, ears, eyes, etc. This is an especially good activity because students who do not really understand can glance at other pupils who do and can follow suit, while at the same time hearing the sounds they are gradually assimilating. If this process is repeated often enough, students will eventually learn the sounds and linguistic forms receptively. And, once the language has been internatized through listening, it is much easier to teach pupils to speak. In fact for most language learners, aural "incubation" is a prerequisite to genuine speech.

In this regard it should be noted that a physical response acted out in association with a language form has been found to be one of the most effective ways of mastering a given language structure. It is particularly effective for learning verb forms in the various tenses. Some of this is already being done in conjunction with developing listening ability. That is, students are instructed to jump (and they jump), they are asked to turn around (and they turn around), etc. The obvious joy that children exhibit when doing this kind of physical activity in association with language suggests that more should be done in this regard.

The games which have been developed are also excellent and should be continued and the concepts expanded. This is in reference to the games involving number identification, color identification, and identification of various foods, among other activities. The use of visuals in conjunction with adverbial stimuli to elicit various verb tenses was also a commendable and effective technique. This is in reference to sentences such as he is planting, he is hunting, he is cooking, he is eating, and so forth, followed by the question "when?" This brought forth the responses, with appropriate verb tense changes. "In the morning," "in the evening,"

and "in the afternoon" were the adverbial clues used in this instance. Also, past and future tenses were elicited using the same pictures. One observed use of the pictures was effective in teaching listening comprehension. It too should be continued and the approach expanded upon. This is in reference to the situation with a small group of children in which a series of pictures were spread out on the table in random order. The teacher discussed the pictures using the Oneida language. The children had to identify and pick up the pictures that were being talked about. This is a good listening comprehension activity with an unequivacal "learning check." Clearly, if the students identify the pictures correctly, they must understand the Oneida language. Also, various "personalizing" techniques using the language are to be encouraged. In a number of classes students were shown foods (or pictures of foods) and asked "Do you like to eat - (apples, onions, strawberries, etc)?" Students then had the choice of saying "I like to eat strawberries," or "I don't like to eat onions." The pictures were also used to good advantage to teach the present continuative. The teacher would hold up the picture and ask what's he doing or what's she doing? And the students would respond by saying "He's eating," "He's going to school," "She's working," "She's planting corn," etc. The continuative tense, in the opinion of this evaluator, could be taught much more effectively with the use of total physical response activities, particularly the Gouin Series. (Examples of this are given below). Similarly, with language forms having to do with the cost of food items, it would be well to collect intact empty cartons of vegetables, cereals, canned goods, etc., which can be stored in a cardboard box and used by different teachers (assuming there is storage space somewhere). If the original prices are not on the empty containers, they can be marked on with a felt pencil. Students can then take items out of the box and when the teacher asks "what does it cost," students can give the price according to the mark and then return it to the box. This involves the students in actually doing something and can be used to simulate a grocery store activity, thus approaching the use of language in a more natural kind of situation.

Other kinds of simulation activity have been observed in the program. For example, students made believe they were washing their faces while talking about washing. Similarly, in teaching and reviewing the use of locatives it would be a good technique to have students go through a series of activities in turn, in which one student actively puts an object in a box, under a box, on top of a box, next to a box, etc., while describing what he or she is doing. Another technique is to have one pupil perform the action and ask other students to describe what the individual had just done. This can be done with a box, with a make-believe house, or with other objects suitable for use with the locative.

The practice of having children identify real situations such as the weather as it really is outside, the use of sentence structures which must identify real children as being boys or girls, the use of one object, two objects, or three or more objects to make use of the singular, dual forms and the plural forms, is also good practice. In general, the constant use of Oneida by the language teachers is a highly commendable and highly valuable aspect of the program. Good participation was obtained through this method, even in the largest classes (that is a class with as many as 22 pupils in it). For example, the following series in association with actual actions gave all students a chance to hear and gave the participants a chance to use the language in a "reality" situation:

Teacher: "What is this?"

Pupil: "It's a ball."

Teacher: (Throwing the ball to the pupil) "Catch it."

Pupil: (Catches the ball and holds it).

Teacher: "Throw it back!"

(Pupil throws ball back to teacher, who then goes through the series with another pupil, etc.)

Similary, the same teacher taught locatives (singular and plural) by involving students in complete actions by identifying that objects were under, on, or next to

various other objects on the table. Also, the teacher had children fully involved in activities like going to the front of the room, acting out various scenes, touching parts of the body, while others in the class described what the various students had done.

Summary of Teaching Techniques. Based on the sampling of classroom visits, it can be stated that a wide variety of sophisticated techniques have been developed for the program. Moreover, these techniques were widely used throughout the program by most of the teachers involved. The use of Oneida as the classroom language was the general rule with some occasional (and understandable) laspes into English. It is also worthy of note that a considerable body of instructional vocabulary had been developed (that is, vocabulary in the Oneida language used to direct the students in carrying out the lessons). Disclipine was uniformly good throughout the program. That is, students for the most part paid close attention to what was going on, followed directions quickly and enthusiastically, showed a knowledge of Oneida as an instructional language, and cooperated with the teacher and classmates in carrying out the lessons. In the entire program in K-4, only two or three students exhibited signs of inattention or noncooperation. There was no case of serious disruption of classwork at any time.

With respect to the curriculum, the evaluator examined the materials which had been developed, nursery school through third grade. In this case, too, the results are excellent. The vocabulary items are extremely practical in terms of the goals of the project. That is, vocabulary consists of lexical items relating to things in the familiar everyday surroundings of the students and include words which are highly useful in conducting classroom procedures and in communicating about the immediate environment of the students. Also, the items are sequenced by order of difficulty and sophistication of the various linguistic elements. They are reentered frequently over the four-year period in such a way as to insure a high probability of retention by most students. Furthermore, the density of new items (both lexical

and grammatical) appears to be low enough to facilitate the learning and retention of the new items, and high enough to keep the students from getting a sense of "going nowhere." These are matters which one can only guess at when developing the curriculum. Every effort should be made to monitor the results to make sure that the amount of new materials is neither excessive nor sub-minimal. Thus, with respect to goal number 5 listed above (development and implementation of a sequential curriculum) it is evident that a great deal of progress has been made. In fact, the quality is well beyond what might ordinarily have been expected for a project with as many different, demanding goals as this one has.

Provision of Classes To Which Oneida Children Can Relate. By the third year of the curriculum the instructional material begins to include items relating to the history and culture of the Oneida people. This element is consistent with the state goal of teaching about Wisconsin history and with the program goal of meeting the needs and interests of the children involved. In this regard, the remarks above relating to the children's cooperative behavior throughout the program gives overt evidence of the fact that this is a program to which Oneida children can relate positively.

From the standpoint of outcomes, there is also evidence that the children are developing certain "basic skills" by means of this program. These are summarized below.

Observable and Inferable Outcomes

1. Linguistic insights are realized by contrasting and comparing the structure of the English language with that of the Oneida language. Children at the early elementary level appear to have the ability to learn such phenema almost by intuitition. That is, they show the ability to act upon generalizations and linguistic insights without verbalizing about them. Their control of linguistic generalizations is evidenced by their ability to act

upon the principles which underlie the generalizations. That is, they can apply linguistic principles to communications situations. A few examples of evidence of linguistic conceptualization are given below from the many which were observed.

	Symbolizing Reality by Means of English	Symbolizing Reality by Means of Oneida
a.	Singular form Plural form	Singular form Dual form Plural form
b.	with numerals, the "teens" start with 13	in Oneida the "teens" start with 11
c.	attributes of people and things are shown with words (adjectives)	attributes are shown with verb suffixes
d.	location of objects with relation to other objects is indicated by the use of prepositional phrases (such as "in," "next to," "on," etc.)	locative forms are used to show location relative to other objects
e.	present and past progressive tenses are used to show ongoing actions	a continuative verb tense is used to show continuous present and past actions

This is clearly giving Oneida children the experiential base for later generalizations relative to seeing English (or any language) as "one specific system among many." (Actually, there are over 3,000 distinct world languages.) This development of linguistic sophistication is certainly in line with the Wisconsin state goals of education and even with the current bandwagoneering movement called "back to the basics." For what is more basic than developing and expanding ability to understand and use language? The ability of these children to comprehend and actively symbolize reality by means of the highly sophisticated Oneida language is, indeed, remarkable.

2. Number concepts and math functions are reinforced through use of the second language system. Children in the program are able to perform, hence to get additional practice and a sense of relevance, from the "inter-disciplinary" approach. The process of expressing familiar number relationships and mathematical concepts by means of the tribal language clearly provides another vehicle for learning this basic subject matter.

3. The project goal of "improving children's self image" is difficult to evaluate, particularly with small children. Some things, such as love, loyalty, pride, patriotism, religious commitment, justice, fairness and other intangibles defy measurement on "ten point scales." They are, nevertheless, extremely important. It is a widely held article of belief that people with weak self concepts tend to become apathetic, defeatist and educationally non-functional. People with strong self concepts, on the other hand, exhibit perseverance, positive attitudes and good educational achievement. The amazing success of popular books and television programs (like Roots) and the reemergence of other ethnic publications and programs attests to the human need for positive identification with one's heritage as a prerequisite to building a positive concept of self. Insofar as this report is concerned, the existence of strong community support for the Oneida language program by the Oneida community and by the Oneida children can be taken as an indirect measure of both the success and the importance of continuing the program. To attempt evaluating this powerful, emotion-laden element with instruments such as Likert scales and "happy face" testing instruments is to risk the charge of evaluative superficiality, if not absurdity. As is the case with religion, many of the most important values of education must be taken on faith and be evaluated through common sense observation. Self concept development is one of those areas.

Program Strengths

The following remarks are a brief summary of those elements of the program which, on the basis of available data and four days of observation, appear to be exemplary:

1. The linguistic elements of the program are based upon sound procedures and upon the best available knowledge with respect to the Oneida language.
2. There is an excellent variety of instructional techniques well designed to produce good student pronunciation and excellent control of basic Oneida language structures and word order sequences.
3. The project goals are based upon a clear-cut rationale and they have strong community support.
4. The project includes a strong inservice component to insure the constant upgrading of language teachers' skills as the program develops.
5. The administative organization of the project includes an effective, working procedure for systematic curriculum development which is likely to insure a well-articulated, sequential program.
6. The program as designed is almost certain to have a positive effect on pupil performance in the so-called "basics."
7. The program appears to be making substantial progress toward realizing the goal of improving pupils' understanding of their Oneida heritage and, along with that, developing the kind of self-image which will very likely improve their performance in school.

Recommendations

In the opinion of this evaluator, the basically sound Oneida language program can be strengthened through the implementation of the following procedures:

1. A sustained informational effort should be made with parents, Oneida community members, and people in the majority culture regarding the potential

educational values which result from a well-designed program of second language education such as the Oneida language program.

2. In line with the goal of reestablishing Oneida as the communications vehicle among the Oneida peoples of Wisconsin, continued efforts should be made to develop materials which lead from linguistic competence toward communicative competence (see definitions above). Although much progress has been made in this direction, much more can still be done if proper conditions are met.
3. Ways should be sought to provide total immersion experiences in the Oneida language, first for the language teachers and, ultimately, for the pupils themselves.
4. Pursuant to this goal, it would be advisable to explore the possibility of establishing an intensive summer program for language teachers in which total immersion experiences would be made available on a "day camp" basis and in which additional work in the areas of linguistics, practice teaching, and language pedagogy would be taught. Ideally, if it is possible, such courses might be taught through a local university and would carry credit toward teacher certification.
5. Future consideration should also be given to presenting bilingual programs on local radio and/or television networks. Some of this material could be aimed at the dominant society of the Green Bay area while other materials could be in the Oneida language and would be targeted toward members of the Oneida community.
6. Every effort should be made to extend the Oneida language program into the upper grades, the junior high school, and the senior high school levels.
7. As the program expands into the upper grades and into the secondary level, books, videotapes and other instructional materials should be developed in anticipation of the greatly expanded need for program content and variety.

This means that the community must very soon agree upon a common writing system so that books and other printed media can be developed. These should consist of stories and highly interesting historical material suitable for use in the public schools and acceptable by the Oneida community for use in the educational process. The present emphasis on listening and speaking skills in the elementary schools is justifiable from the pedagogical and psycholinguistic standpoint. However, the addition of reading and writing skills at the upper elementary and secondary levels will greatly enhance the program by supplying additional variety, additional pedagogical tools, and additional program visibility within the schools and among the general public. It will also provide a convenient and inexpensive means of storing much of the material which is now available only on audio tapes. While the use of audio tapes should be continued as a means of preserving the sounds and intonation patterns of the Oneida language, there are many ways in which audio tapes present a highly limiting factor for the retrieval of materials.

8. To the extent possible, ways should be sought to lengthen the available class periods (20-30 minutes daily would be an improvement over the present 15 minute segments which now are found in many schools). Thirty to forty minutes would be appropriate for the secondary level when the program reaches into that portion of the school program.

9. The project administration should begin to explore ways of setting up a longitudinal evaluation of the program. That is, an evaluation design established for the purpose of assessing the long-term impact of the program would be highly desirable.

10. Also, funding should be sought for the further development, writing, editing, and printing of varied, high interest materials in the Oneida language.

11. Ways should also be sought to make meaningful contact with native speakers of Oneida in Canada or in other parts of the United States. If this is done, it would be well to prepare people in advance to cope with the dialect differences which, no doubt, exist. In this regard, it can be pointed out that every language has dialect differences. American English is different from British English; Swiss speakers of German use a different dialect from that of the West Germans; French Canadians speak differently from the French who live in Paris who in turn differ from French speakers living in North Africa. Nevertheless, meaningful communication takes place across the dialect boundaries of all of these individual language groups. It would be particularly valuable to find young speakers of Oneida simply to make clear the fact that the Oneida language is not the exclusive property of the older generation, but, indeed, that it is and can continue to be a living language.